

Chafee Foster Care Independence Program Handbook



**Arkansas Department of Human Services
Division of Children and Family Services**

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CHAFEE FOSTER CARE INDEPENDENCE PROGRAM HANDBOOK
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CHAFEE FOSTER CARE INDEPENDENCE PROGRAM HANDBOOK

Program Scope

This grant program was created by federal legislation to provide services to youth in foster care that are normally unavailable through other program funds such as Title IV-E Foster Care. Services provided are primarily educational and are intended to keep youth in school while they obtain life skills that will assist them in transitioning to adulthood.

The program coordinates age-appropriate life skills training for eligible youth who are likely to remain in foster care until age 18. It assists with services and purchases that enable the youth to fulfill educational goals that may include high school graduation and post-secondary education. This includes college or university training, vocational training, and assistance in finding career and job opportunities. In addition, the program may assist emancipated youth that choose not to continue their education past high school to establish a residence. (Youth can be emancipated by court order only.)

There are many levels of assistance and instruction available to youth that choose to participate in the program. All assistance and instruction should be provided in accordance with the child's case plan.

Grant Program Responsibilities

The Chafee Foster Care Independence Program (CFCIP, formerly the Title IV-E Independent Living Initiative) was established and formally funded in 1993 to assist teens who choose to participate in the program complete high school, obtain a GED and continue their post-secondary educational process. The program is intended to assist those teens referred to the program with the acquisition of basic life skills as they transitioned from adolescence to adulthood. The basic premises and intent of the program have been expanded by federal legislation.

The 1994 Angela R. Settlement Agreement charged the Division of Children and Family Services (DCFS) with the responsibility to provide instruction for developing independent living skills for all foster teens age 14 or older for whom the case goal was not reunification. The agreement placed the burden of compliance on DCFS but did not address or require any changes in the Independent Living Program Initiative. The funding, regulations, eligible population, structure and reporting requirements remained the same. The program was prohibited by federal law from providing Independent Living services to teens under age 16 using federal funds. In early 1995, the program began including teens age 14-15 in life skills training sessions. That was done without expending federal dollars.

Since December 1999, the Chafee program can now provide age-appropriate life skills training to all foster teens age 14 or older. The program provides or arranges for training for teens on an individual or group basis, if needed and as recommended by the case manager. Teens may volunteer and be referred to the program to take advantage of additional services offered. Services are educational or employment oriented and require the teen fulfill specific obligations and meet specific standards to maintain eligibility for continued Independent Living services. Assistance with educational and employment expenses and the initial establishment of living quarters are services that are provided beyond the normal scope of expenditures of the Division of Children and Family Services. The program may also provide limited assistance with room and

board expenses to youth age 18-21 that have left foster care and chose not to pursue post-secondary educational goals. Family Services Policy and Procedures (FSPP) Manual; Policy (VIII-A): "Preparing the Child In Out-Of-Home Placement for Independence" and Policy (VIII-B): "Chafee Foster Care Independence Program (CFCIP) Post Secondary and After Care Services" should be referenced in implementing the requirements of this publication.

Eligibility for Chafee Foster Care Independence Program Services

Program Referrals

The Chafee Foster Care Independence Grant Program is a program in which eligible youth agree to be referred. A program referral (CFS-001) should be completed and signed by both the Family Service Worker and the youth. (See "Forms, Reports and Documentation" for instructions.) The Family Service Worker (FSW) will forward the completed CFS-001 to the CFCIP Coordinator. A youth age 14 through 17 must be in a foster care placement (home or facility) to be eligible for CFCIP services.

Age requirements

Assessments and age-appropriate services may begin at age 14 for youth already in foster care. Basic life-skills training should be selected per assessment results and made part of the permanent case plan. Youth entering the foster care system between age 14 and 18 should be immediately assessed for basic life-skills abilities.

If a youth is in foster care on their 18th birthday and their case is then closed, they are eligible for CFCIP "After Care" services which include limited room and board, limited start-up assistance and staff services. They are also eligible to attend life-skills training sessions to acquire needed skills. (**Note:** To make a board payment or purchase start-up items a supportive services case must be opened to process the payment.)

If a youth chooses to remain in care after age 18 and is enrolled in a post-secondary educational program, they may continue to receive the full benefits and financial assistance of the CFCIP up to age 21.

Limitations

1. Room and board expenses cannot be paid for using CFCIP funds for youth in foster care under the age 18 or for youth who choose to voluntarily remain in foster care after age 18, while pursuing post-secondary education. Board payments must be made through the IV-E Foster Care program for teens under age 18. Board payments for youth age 18 and older remaining in care and not in a foster home must be paid using State General Revenue funds.

2. Participation in the CFCIP grant program will end when the youth

has:

- Reached age 21.
- Made a voluntary decision not to participate in the program
- Left out-of-home placement.
- Demonstrated unwillingness or inability to fulfill the requirements of the program and/or the terms of the agreement established in the case plan.

The case will be closed and no further assistance will be provided unless the youth qualifies for limited room and board assistance for after-care services as an emancipated youth.

If a youth was in foster care on or after their 14th birthday and was adopted before their 18th birthday, they will be eligible for CFCIP services until their 21st birthday.

To receive educational support through CFCIP, an adopted youth must have a budget in place and sign a CFCIP Agreement/Contract. Adopted youth are not eligible for board payments and may not be eligible for a Pell Grant. Application for the Pell Grant should be made to determine eligibility.

It should also be noted that, according to federal interpretation, youth who are incarcerated are not actually in foster care and are, therefore, ineligible for CFCIP services.

Transitional Plans/Case Plans

The CFCIP transitional life-skills acquisition plan must be made part of the permanent case plan and be updated as needed. (See the Forms Appendix.)

Assessments/Reassessments/Case plans/CHRIS

Assessment/Reassessment Tools

The CFCIP program uses the online life-skills assessment tool that can be found on the Internet at www.caseylifeskills.org/ or www.casey.org/aclsa. Any DCFS computer that can access the Internet can be used to access this tool. The assessment is used to determine the basic life-skills levels of all foster teens age 14 and up. It is also used to indicate the acquisition of needed life-skills in accordance with the teen's case plan. To use the Ansell/Casey assessment, log on to the website and select "Ansell-Casey Life Skills Assessment". Select the age group the teen fits in for assessment. Enter the "Organization I.D." = ARILP, the "Youth I.D." = First Initial, Last Initial and Client ID, and the "Recipient E-mail" = firstname.lastname@mail.state.ar.us. The "Recipient E-mail" address should always be the CFCIP Coordinator's e-mail address so the results are always returned to the Coordinator for entry into CHRIS and distribution of copies. The assessment can be completed online and scored immediately or it can be printed as a hardcopy, completed by the teen and then entered online for scoring. The assessments should also include the "Caregiver" answers if the Caregiver knows the youth well enough to accurately assess skill levels. When the results are returned, a copy should be made available for the permanent case file and the Coordinator's case files. Results should also be provided to the teen and caregiver.

Who and When to Assess for Life-skills

All foster teens already in the system should be provided an initial assessment for basic life-skills levels when they reach age 14. If a teen enters foster care after age 14, they should be assessed within 30 days after entry. All teens age 16-17 should be re-assessed at 6-month intervals after the initial assessment to determine acquisition of transitional life-skills.

Collection of Data

The CFCIP Coordinator is responsible for capturing and maintaining information needed for the Coordinators' monthly reports to Central Office. (See Coordinators' Monthly Reports in the "FORMS APPENDIX".) This report may be completed as an EXCEL document and forwarded as an attachment by e-mail to the Coordinator's supervisor and Central Office on or by the 6th of each month. This information is compiled each month and is used to complete federal reporting requirements due on September 30 each year. The report cannot be compiled until all Areas have reported. If no activity or new statistical information has occurred in a Coordinator's area, this should be submitted to Central Office for the record.

Keying Responsibility

If the Ansell/Casey assessment is given off-line, the CFCIP Coordinator should key the answers into the on-line assessment and submit it to Ansell/Casey for scoring. The date of the assessment should be keyed in the IL Assessment screen in CHRIS. Keying of this date also generates the next required 6-month assessment date in CHRIS and is displayed on the IL Assessment screen.

All contacts that the CFCIP Coordinator has with the client should be keyed in the Contact screen in CHRIS. This should include the life-skills training sessions that the client attends.

Distribution of Assessment Information

The assessment results should be immediately forwarded to the FSW. A hard copy of the assessment results should be printed for the CFCIP Coordinator's file, and a hard copy should be forwarded to the FSW to be included in the client's case file and used to update the youth's case plan. The results are used for determining necessary life-skills training and progress in skills acquisition.

Staffing at 17½

A staffing must occur at or before age 17½ to determine the youth's plans. Complete the CFS-460 (Plan for Foster Child Attaining Majority). A determination of continued services, post-secondary education, employment, emancipation, housing and other factors should be made. The staffing should be attended by the foster parent(s), FSW, FSW Supervisor, sponsor (if selected), CFCIP Coordinator, the Attorney ad Litem and the teen.

CHRIS

The CFCIP Coordinator is assigned as secondary on an Independent Living Case. The CFCIP Coordinator is responsible for keying the assessment information into the ILP Assessment screen in CHRIS. Any "Contacts" that are made with the client by the Coordinator should be entered on the contact screen, this includes any life skills training provided by the CFCIP Coordinator or others. The FSW is responsible for case-plan development and selecting and entering the appropriate "life skills training" categories in the case plan in CHRIS.

Life-skills Training Curriculum

The following is a listing of 15 categories and sub-categories of curriculum topics that should be available in each DCFS Area for teens to attend for life-skills training.

BASIC LIFE-SKILLS TRAINING CURRICULUM CATEGORIES

<ol style="list-style-type: none"> 1. Money Management/ Consumer Awareness <ol style="list-style-type: none"> A. Budgeting B. Checking/Savings Accounts C. Credit/Credit Cards D. Debt Management E. Purchasing Decisions F. Product/Brand Awareness 2. Food Management <ol style="list-style-type: none"> A. Meal Planning B. Healthy Eating C. Food Preparation/Cooking D. Food Handling/Storage E. Stretching Your Food Dollars 3. Personal Appearance <ol style="list-style-type: none"> A. Evaluating Your Wardrobe B. Shopping for Clothing C. Hygienic Images/Daily Routines D. Makeovers 4. Health <ol style="list-style-type: none"> A. Personal Hygiene B. First Aid/Safety/Emergency Response C. Physical Fitness D. Drugs and Alcohol E. Sexual Awareness/Diseases/Pregnancy F. Immunization 5. Housekeeping <ol style="list-style-type: none"> A. Basic Home/Apartment Maintenance B. Basic Sewing C. Sanitary Living Quarters D. Laundry/Dry Cleaning E. Basic Furnishings 6. Transportation <ol style="list-style-type: none"> A. Transportation Alternatives B. Basic Auto Maintenance C. Public Transportation D. Auto Financing/Buying a Vehicle E. Driver's Education 7. Educational Planning <ol style="list-style-type: none"> A. Aptitude Testing B. College or University C. Vo-tech/Apprenticeships D. GED E. Financial Aid/Applications 	<ol style="list-style-type: none"> 8. Job Seeking Skills <ol style="list-style-type: none"> A. Dressing For Success B. Job Applications C. Interview Techniques D. Job Markets/Career Opportunities/Want Ads 9. Job Maintenance Skills <ol style="list-style-type: none"> A. Workplace Behavior B. Your Paycheck/Taxes/Benefits C. The Dependable Employee D. Communicating Effectively 10. Emergency and Safety Skills <ol style="list-style-type: none"> A. First Aid B. Personal Safety C. Home Safety D. Fire/Police/Medical Emergencies 11. Knowledge of Community Resources <ol style="list-style-type: none"> A. Service Providers/Local Assistance B. Educational Resources C. Libraries and Information Sources D. Community Service Projects 12. Interpersonal Skills <ol style="list-style-type: none"> A. Team/Trust Building B. Self Esteem/Self Respect C. Relationships D. Social Skills E. Anger/Conflict Management 13. Legal Skills <ol style="list-style-type: none"> A. Contracts/Financing B. Selective Service C. Police/Lawyers/Courts 14. Housing <ol style="list-style-type: none"> A. Locating A Suitable Residence B. Renter's Checklist and Responsibilities C. Signing a Lease/Paying Rent D. Landlord's Responsibilities E. Utilities/Deposits/Payments 15. Other <ol style="list-style-type: none"> A. Parenting B. Leisure/Outdoor Activities C. Your Identity (Certificates, Licenses, Records, ID'S) D. Cultural Differences
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LIFE-SKILLS TRAINING

Notification of Training Session

The CFCIP Coordinator will provide notification to the Family Service Worker [Supervisors](#), foster parents and teens at least two weeks prior to the session. The notification should list the training subject, location, date, the age category(s) to which it applies, and any special preparation or requirements needed prior to the session date.

Age-appropriate Training for 14-15 Age Group

The life-skills sessions will be age appropriate. Teens aged 14-15 may not need sessions that a teen aged 16-18 may need prior to transitioning to higher education or emancipation.

Curriculum content at this level will be the responsibility of the foster parent. It will focus on adolescent growth and development, relationships with family/friends, building self-esteem and confronting influences that impact the lives of adolescents at this stage of development.

Fourteen and fifteen (14 and 15) year-olds are often experiencing their first love, searching for their own identity, or confronting new peer pressure. Emphasis in the curriculum at this level is on self-awareness, dealing with emotions, accepting responsibility and decision-making. Fourteen to fifteen (14-15) year olds who are struggling for independence need to have a sense of self-initiated learning around areas they can apply to their lives. These youth need a curriculum that promotes healthy attitudes and behavior. It will deal with romantic relationships and help young people establish values that are in line with social norms and acquire valuable life skills such as goal setting and assertiveness. [Foster parents are responsible for teaching and intervention with the life skills training curriculum.](#)

LIFE SKILL AREAS:

Daily Living Skills
Home Management
Money Management
Self Care
Social Development
Work & Study Skills

Daily Living Skills

Competence

1. Knows and understands how to set the table properly.
2. Is able to wash dishes adequately using soap and hot water, and is able to put dishes [away](#).
3. Knows and understands the basic food groups.
4. Is able to evaluate diet for nutritional content.
5. Knows and understands the impact of "snacking".
6. Knows how to read food labels for nutritional information.
7. Is able to plan a simple menu with supervision.
8. Is able to plan a week of nutritious and economical menus with supervision.
9. Knows and understands name and use of cooking utensils.

Home Management

Competence

1. Knows and understands the importance of household cleanliness.
2. Can keep room clean.
3. Can maintain a clean living space.
4. Can develop and maintain household cleaning routine with supervision.
5. Can care for clothing (i.e. fold and iron).
6. Is able to use washer and dryer with supervision.
7. Knows appropriate cleaning products to use for different cleaning jobs.

Money Management

Competence

1. Knows and understands values of coins and currency.
2. Can make a transaction at a local store and count change.
3. Has an understanding of the difference between "necessities" and "luxuries" in food, transportation, clothing, housing etc.
4. Knows and understands the difference between "regular price" and "sale price".
5. Knows how to clip and use coupons.
6. Can use a calculator to add, subtract, divide, and multiply.

Self Care

Competence

1. Can dress self, including underwear, socks and tie shoes in an acceptable fashion.
2. Can bathe self.
3. Knows and understands how to use soap, shampoo, deodorant, shaving cream and other common personal products appropriate to child's gender.
4. Showers or bathes regularly.
5. Brushes teeth regularly.
6. Keeps hair clean and neat.
7. Dresses in reasonably clean clothing.

Social Development

Competence

1. Is able to respond to introductions and answers simple questions.
2. Is able to identify personal strengths and needs, with assistance if necessary.
3. Is able to communicate feelings (i.e. happiness, sadness, anger, frustration etc.) with assistance if necessary.
4. Knows and understands problem solving and decision making with assistance.
5. Knows where to get help if unable to resolve interpersonal conflicts alone.
6. Knows and understands how to communicate and relate with others (i.e. looks others in the eye, shakes hands, can make small talk, etc.).

Work & Study Skills

Competence

1. Attends school regularly.
2. Knows and understands how to take notes and organize homework assignments.
3. Completes homework assignments on time and asks for assistance when needed.
4. Is able to turn in completed homework.
5. Knows and understands when to ask for teacher assistance or tutoring.
6. Knows and understands how to work in the classroom individually or cooperatively in groups.
7. Knows and understands how to use the library, media center and other school resources.

Remember, youth respond to hands on learning experiences. The use of paper, pencil, objects and demonstrations and bright colors will assist in learning and retaining the information learned. Provide recognition opportunities for youth and positive rewards.

Case-plan Relevance

Any life-skills training that a teen is required to attend will be chosen as part of the teen's case plan/transitional plan and selected in the CHRIS case plan as required. The FSW is responsible for keying the case plan selections for life-skills training and for arranging for the teen to attend appropriate training sessions. The FSW will make these choices based upon ongoing assessment results.

Who Attends

Life-skills training sessions will be attended by teens age 14 and older for whom the session is age-appropriate and indicated as needed by their last assessment and case plan. In addition, Family Service Workers, foster parents, and volunteers may attend to assist or monitor the session. (**Note:** A foster parent who attends and participates in the session may claim the time as part of their annual training requirements.)

A sign-in log must be kept for each life-skills training session to document who attended to include teen participants and adults. Notations should be made to indicate who the adults are (i.e., foster parents, staff or volunteers).

Transportation

Arrangements for transporting teens to life-skills sessions should be made by the foster parent and/or Family Service Worker. Foster parents or volunteers who transport teens to sessions may claim mileage and be reimbursed by filing a TR-1. A "Volunteer" letter signed by the County Supervisor or Area Manager should accompany the TR-1 if submitted by a volunteer. Both should be sent to Slot S568 for approval and payment from CFCIP funds. In addition, this time may be included as an In-Kind expenditure and reported on the Monthly In-Kind Expenditures report.

Documentation of Training and Contacts

An attendance sign-in sheet should be used for each life-skills training session indicating the date, the location, the workshop title or content and the attendees' name and signature. The CFCIP Coordinator should make a contact entry in CHRIS for each contact of any kind with the teen, whether in a group training session, by phone, by mail or face to face. A teen's attendance at a life-skills training session should be noted as a contact indicating the date, the session title or content and information concerning the teen's participation.

In-Kind Documentation and Reporting

Any donation of goods or services, including volunteer time, must be recorded by the CFCIP Area Coordinator and turned in monthly to the Central Office for inclusion in federal reporting. In-kind "expenditures" are one way that the state provides the 20% match required to obtain the full amount available for the CFCIP grant. The required information for reporting is (1) Person/Company (making the donation); (2) Good or Service (what it was); (3) Value (exact or estimated), and (4) date.

The following list of items should be recorded each month for submission to the Central Office as in-kind matching expenditures:

1. Any donations of food, prizes, gift certificates or any similar type of item from a vendor, provider, foster parent, staff or other entity. The retail value should be reported.
2. The time of anyone who volunteers to conduct a life-skills training session for CFCIP. Report the length of the session (hours), the date and a reasonable estimate of the hourly value of the time. (If they are a DHS employee being paid for the time, it cannot be counted as in-kind.) Professionals such as doctors, lawyers, accountants, business owners, managers or employees etc. should be charged more than the volunteer rate of \$14.58/hour. A reasonable value should be assessed for volunteer and professional time donated.
3. The time of any unpaid volunteers who assists in conducting a session. This includes persons who help organize and monitor the sessions. The base charge is \$14.58 per hour for volunteer's time unless a higher rate can be justified.
4. The estimated hourly charge for the room or facility in which the meeting is held. The normal charge is \$50/hour for a meeting room. If a meeting room has kitchen facilities which are used in the training session, the normal charge would be \$100/hour.
5. The time of a foster parent who brings a teen to a meeting. If they are reimbursed for travel expenses, then time only may be charged. If they are not reimbursed for travel, the travel cost can be charged as well.
6. Any time for which Coordinators are not compensated can be charged as in-kind. If you do things on your own time to assist the program or the teens, it can be turned in as in-kind, if you do not receive pay or compensatory time.

7. If **you** donate personal items or a service to a teen or the program or to a training session, please include the value on an in-kind form. Always be aware that many things can be used as in-kind. A person's time spent in CFCIP activities is one of the most valuable commodities that can be included as in-kind. If items are given or loaned to the program for use, those items can be considered in-kind with the appropriate documentation.

Foster Parent Training for IL

Training Topics

The following list contains suggestions of life-skills/transitional skills/practical knowledge areas that foster parents can teach foster teens in their homes. These are skills that the foster parent should possess and be able to teach the teen. Items that are appropriate may be written into the CFCIP plan and be made part of the permanent case plan.

Thirty-one things Foster Parents can do to help teens get ready for adult living:

1. Teach them how to cook five good meals.
2. Teach them how to store food properly.
3. Teach them how to use kitchen appliances - oven, microwave, dishwasher, etc.
4. Teach them how to "comparison shop" and use discount coupons.
5. Show them the good places to shop for food, clothing and furniture.
6. Show them how to use the telephone book for comparison shopping.
7. Teach them how to budget their money.
8. Help them open a savings and/or checking account.
9. Teach them how to write a check and balance a checkbook.
10. Help them get a job or a better paying job.
11. Teach them to read a pay check stub.
12. Discuss why it is better to purchase an item than use the rent-to-own system.
13. Teach them how to clean the kitchen and bathroom thoroughly.
14. Teach them how to sort and wash their own clothing.
15. Teach them how to mend clothing and sew on a button.
16. Discuss friendship and gender-based relationships.
17. Help them develop a scrapbook.
18. Encourage them to keep a diary or personal journal.
19. Encourage positive recreational activities, such as team sports, school clubs or church-based youth groups.
20. Get them connected with the church of their choice.
21. Assist them in developing good communication skills on the phone, in groups and one-on-one.
22. Take them on a tour of your hometown, showing them the utility company, post office, town hall, court house, hospital, bus station, etc.
23. Teach them how to ride the local and/or long-distance bus system.
24. Teach them how to read a road map.
25. Show them how to use the library and get a library card.
26. Buy an alarm clock and show them how to use it.
27. Assist them in making a list of important numbers to be kept in their purse or wallet.
28. Help them get important documents - social security card, birth certificate, etc.
29. Help them study for a driver's license and price an auto and auto insurance.

30. Discuss sex with them and make sure they really understand birth control and sexually transmitted diseases.
31. Encourage and demonstrate a sense of humor and teach them socially accepted ways to have fun.

Foster Parents as Life-Skills Trainers

Topics Taught – Foster parents should be involved in providing life skills training to foster teens as if the teens are their own children. Skills concerning hygiene, housekeeping, cooking, clothing purchases and maintenance, budgeting, relationships, shopping and recreational activities are a few of the basic skills/knowledge that can be taught in the foster home. (Also see “Age Appropriate Training for 14-15 Age Group”.)

Documentation – The foster parent(s) should provide summary information to the FSW each month concerning subjects taught and learning activities conducted. The Checklist should be completed and turned in to the Primary Worker each month.

Provision of Financial, Housing, Counseling, Employment, Educational and Other Appropriate Support Services for Former Foster Care Recipients Between 18 and 21 Years of Age (CFCIP After Care)

If funds are available, former foster care recipients who left foster care at or after age 18, or teens that were adopted between ages 14 and 18, and have not yet reached age 21 may request the Division’s assistance in maintaining or establishing an independent residence. These youth may be provided with appropriate support services that include short-term housing assistance as provided for in this section.

The following housing services, as appropriate, may be provided to youth that meet the eligibility criteria below:

- Assistance in locating affordable housing.
- Counseling and instruction in money management, job search, and housekeeping.
- Room and board assistance as outlined below.
- Assistance with housekeeping start-up items as outlined below.
- Assistance with rental and utility deposits as outlined below.

Eligibility – Teen must have been in foster care on their 18th birthday and their case then closed or have been adopted between ages 14 and 18 and are now between ages 18 and 21. There must be a case open(ed) for the youth so there is a case number and Social Security Number with which to associate the expenditure(s).

Time Limitations – The room and board assistance, start-up assistance and help with deposits can be used at any time between the youth’s 18th birthday and their 21st birthday. Room and board assistance may be provided for as many months as the total room and board allocation will cover, whether consecutive or not.

Dollar Limitations – There are dollar limitations imposed on the following items:

- Room and board – Total available = \$1500. A maximum of \$500 per month.
- Start-up and deposits – A maximum of \$500 on a one-time basis for start-up items, rent and utility deposits or any combination of the items.

Maximum outlay for room and board, deposits and start-up per youth is \$2000.

The Youth will:

Sign the CFS-001A (CFCIP After Care Referral Form) and participate with the FSW in developing a plan to meet short-term and long-term housing needs.

Select a residence that is appropriate for their immediate needs.

See the Family Services Policy and Procedure Manual (Procedure (VIII-B2) for the responsibilities of the CFCIF Coordinator.

Post-Secondary Educational Support

Where attendance is supported

Students who attend state-supported institutions of higher learning in the State of Arkansas are eligible for assistance that is paid for by or through the CFCIP grant. This also includes GED programs and vocational-technical curriculums. CFCIP grant funds awarded to the State of Arkansas may be used to pay for tuition, books, fees or other educational expenses at private universities within the state. The assistance maximum for private institutions will be \$1200 for tuition/fee balances and \$350 for books per semester after [applying the Pell grant and other grant/scholarship funds](#). Attendance at schools outside of the state will not be paid for with CFCIP grant funds. Vocational schools that do not accept Pell grants as payment assistance for students will not be utilized.

Staffing of Cases

Cases of foster teens that plan to attend post-secondary facilities after high-school graduation should be staffed no later than age 17 ½ or the [beginning](#) of their final high-school semester, whichever occurs [last](#). This staffing should determine, at least, where they are going to attend school, their living arrangements, who their sponsor is to be, what the budgeted income/expenses will be, who will receive the board payment and how much it will be, what start-up items, if any, will be needed, transportation requirements, and continued life-skills training needs. In addition, the agreement for continuing services should be developed at this time indicating what is expected from the youth in order for services to be terminated. The agreement should also indicate what DCFS/CFCIP will do to assist the youth to remain in school.

The following individuals should be at the staffing held at age 17½: FSW, Foster Parent(s), Sponsor, CFCIP Coordinator, County Supervisor, [Attorney Ad Litem](#) and Teen.

Tuition, Books and Fees

The CFCIP grant program can help defray the costs of post-secondary educational endeavors by foster teens by assisting with expenses for tuition, books and fees. The program is not the primary source of educational funding but may assist with any remainders of associated costs after all other sources of assistance have been applied for and utilized.

Before the CFCIP grant program will expend grant funds for educational expenses, the student must have at least applied for a Pell Grant for the current term/semester. If a Pell Grant is received, it must be applied to expenses in the following order: (1) tuition, (2) fees, (3) books, (4) room and board, (5) other. Any other financial assistance, e.g., grants, awards, and scholarships) should be applied in the same order unless they are for a specific purpose. CFCIP can assist with balances on tuition, fees and books

after the Pell Grant has been used. Room and board expenses should be paid for through use of the monthly Foster Care board payment.

Purchase order requests should be completed at least 30 days prior to the beginning of the school term. Since it is not always possible to determine the exact cost of books prior to the student actually registering for classes, a purchase order request for the estimated costs of the books should be completed and submitted for approval. This will allow a purchase order to be in place with the school bookstore prior to registration, and books may be obtained by the student before classes start.

If a Pell Grant is applied for but denied, a student may still receive assistance through the CFCIP grant. However, the circumstances causing the Pell Grant to be denied must be remedied during the next occurring semester. If the application was submitted too late, that error should not reoccur. If the high school grades were insufficient to meet grant standards, the contract/agreement (see CFS-036) should indicate that the grades will be sufficient to obtain a second-semester Pell Grant or the CFCIP grant funds will also be terminated. If post-secondary grades fall below standards outlined in the contract/agreement, those grades must be raised to minimum standards by the end of the next semester/session or assistance will be withdrawn.

Room and Board Support

There are three (3) different types of room and board support that a foster teen is eligible for:

1. Normal foster care board payment - Support that is provided through federal Title IV-E funds until the youth reaches age 18. The average board payment source is \$475 per month. For most teens, \$100 is designated for clothing (\$65) and personal items (\$35). This payment is usually paid to a foster parent or a facility where the youth is housed.
2. Extended services board payment - This foster care board payment begins when a youth begins a post-secondary educational curriculum and is placed in out-of-home placement in an apartment, dormitory or other like transitional/independent living arrangement after their 18th birthday. Adoptees are not eligible for this board payment. This board payment should be determined by the youth's budget and may vary between \$0 - \$630. The payment amount should still include the allowance for clothing and personal items. Payment is sent to a sponsor who has been selected as the payee for the teen and has other responsibilities in relation to the teen's needs such as: mentoring, visitation, monitoring, bill paying, budgeting, and other functions as outlined in the agreement. This type of board payment must be made from State General Revenue funds. Title IV-E funds cannot pay for out-of-home placement board payments.
3. CFCIP room and board payments (A component of after-care) - This is available only to foster teens that have reached age 18 (aged out) and have left care. *They must have been in care on their 18th birthday to be eligible.* They may request these services at any time between their 18th and 21st birthday. The program may provide room and board up to a total of \$1500 at a maximum per month of \$500 for as many months, consecutive or not,

as are required to utilize the total allotment. These funds may be used for rent, deposits or food. In addition, a one-time expenditure of up to \$500 may be made for the purchase of start-up items. (See list of start-up items referenced herein).

Other State Sources of funding

Higher Education Scholarships

The Department of Higher Education has added “foster children” as a category on the application for scholarships and has identified funding for those scholarships.

Contracts/Agreements With Youth

An agreement outlining expected behavior/performance will be developed and signed by a youth that is in an out-of-home placement such as a dorm or an apartment. There is not a [standard](#) form for these agreements but they should contain, at a minimum, the following:

1. The name, address, phone number and a contact in case of emergency. This is to insure that the youth is living in an approved residence, and they will not move unless prior, signed approval is granted by the FSW.
2. [The rules pertaining to others who might visit at the same address.](#)
3. The minimum acceptable grade point or performance level(s) for continued assistance and funding.
4. Unacceptable behaviors/activities that will result in dismissal from the program.
5. Activities/actions that DCFS staff will do to assist the teen to maintain services and meet case goals.
6. Outline of types and frequencies of staff and sponsor contacts/visits.

The following is an example of one teen agreement that has been used as a guide. Each agreement should be personalized to address the individual teen's situation and needs. Any changes in the circumstances, goals or needs should be recorded in a revised, signed agreement and made part of the case plan. [The Agreement/Contract should be reviewed each term to determine additions, deletions or modifications.](#)

CONTRACT

(Sample)

Chafee Foster Care Independence Program Agreement/Contract

For _____
Youth Name

- The youth must be enrolled as a full time student in an accredited institution or he/she will be dismissed from foster care. Youth will apply for and keep active a Federal Pell Grant and other available grants and scholarships.
- The youth will maintain a minimum grade point average of 2.0.
- The youth will provide a copy of each semester's grades to the FSW. Youth will agree to sign a release for FSW to obtain information from the institution regarding youth's class schedule, grades, attendance records, and financial aid status.
- The youth will attend all scheduled classes. The youth will contact their sponsor or CFCIP Coordinator, if they have already acquired two (2) absences, for written permission to miss additional classes.
- The youth will attend a minimum of ten (10) scheduled Basic Skills Training workshops and/or activities annually.
- The youth will attend DCFS staffings in order to actively participate in establishing, updating, and following their case plan.
- The youth may attain and maintain a job that does not interfere with academic endeavors to assist with support.
- The youth will maintain contact with their sponsor and FSW at least twice monthly totaling four (4) monthly visits, unless a waiver has been approved.
- The youth will notify caseworker of any changes in school, work and/or living arrangements within two (2) days of said change.
- The youth will not drink alcoholic beverages or participate in the use of drugs not prescribed by a doctor or medical professional. Any positive urine analysis may result in immediate dismissal from the IL Program. Youth agrees to submit to random urine analysis when requested.
- The youth may be dismissed from the IL Program if he/she is found guilty of any illegal activity.
- If teen exhibits inappropriate behavior that demonstrates an inability to work with the FSW, sponsor, and CFCIP Coordinator, he/she will be dismissed from the IL Program.
- Failure to comply with all contract requirements will result in a 'Determination Staffing'.

Outline of Responsibilities:

Freshmen

- Youth will live in a foster home, [with their CFCIP Sponsor](#) or if FSW allows, in dorm housing.
- Youth must maintain and pass 15 credit hours each freshmen semester (12 credit hours of basic courses + 3 credit hours of electives).

Upper Classmen

- Youth may live in own residence if the residence is in compliance with *Independent Youth's Residence Checklist (CFS – 370)*.
- No roommates will be allowed for upperclassmen residing in their own residence.
- Youth will comply with all rules and regulations set forth by the landlord. This includes all signed rental and lease agreements.

Sponsor

- Sponsor will attend all staffings and make sure the youth is abiding with the terms of the established case plan.
- Sponsor will assist the youth in maintaining a budget of monthly income and expenses.
- Sponsor will visit the youth twice monthly and will notify FSW of any problems detected during the visit.
- Sponsor will receive and disburse monthly board payment to youth based on the current budget plan.

Family Service Worker

- FSW will initiate an appropriate board payment for youth based on the current budget needs while the youth is in CFCIP.
- FSW will notify youth and Sponsor, and CFCIP Coordinator of staffings.
- FSW will visit youth weekly, unless a waiver is approved.
- FSW will maintain monthly contacts with Sponsor (can be telephone or e-mail contacts).
- [FSW will provide CFCIP Coordinator with a copy of youth's class schedule at the beginning of each semester.](#)
- [FSW will provide CFCIP Coordinator with youth's grades, attendance records and financial aid status within seven \(7\) days of each semester's end.](#)

Chafee Foster Care Independence Program Coordinator

- Coordinator will request CFCIP funding for youth if he/she qualifies.
- Coordinator will notify FSW Supervisors, Youth and Sponsor of all workshops, trainings and activities.
- Coordinator will assist youth in finding resources to prepare for independence.

Participation in the Chafee Foster Care Independence Program will end when the youth has:

- Reached 21st birthday.
- Achieved independence to the extent that financial support and social services are no longer needed.
- Made a voluntary decision to no longer participate in the IL Program, therefore leaving Foster Care.

OR

- Demonstrated an unwillingness or the inability to meet the requirements of the IL Program and the terms of the agreement established in the case plan.

I join in this agreement as to the specified conditions of the Chafee Foster Care Independence Program. I have read, understand and voluntarily agree to abide by the contract terms.

Youth's Signature

Date

Sponsor's Signature

Date

Family Service Worker

Date

CFCIP Coordinator

Date

FSW Supervisor

Date

Attorney Ad Litem

Date

A Participation Agreement should be completed for each youth entering the Chafee Foster Care Independence Program age 14 through 17. This is not a standard form but the actual agreement should contain a minimum of the categories/information listed below in the sample agreement. The agreement should be personalized for each youth, if necessary.

PARTICIPATION AGREEMENT

(Sample)

Chafee Foster Care Independence Program Participation Agreement for Youth Age 14-17

For _____ **Case Number** _____
Youth Name

- The youth must be enrolled and attending as a full time student in an accredited secondary educational institution.
- The youth will maintain a minimum grade point average of 2.0.
- The youth will provide a copy of all issued grades/report cards to the FSW.
- The youth will provide a copy of each semester's class schedule to the FSW.
- The youth will attend all scheduled classes. Excessive absences will be reported to the FSW.
- The youth will attend a minimum of 10 scheduled Basic Skills Training workshops and/or activities annually.
- The youth will attend DCFS staffings in order to actively participate in establishing, updating, and following their case plan.
- Age appropriate youth may attain and maintain a job that does not interfere with academic endeavors.
 - The youth will not partake of alcohol, drugs or substances that are not prescribed. Any positive urine analysis may result in immediate withdrawal of assistance from the CFCIP Program. Youth agrees to submit to random urine analysis when requested.
 - CFCIP assistance may be immediately withdrawn if the youth is found guilty of any illegal activity.
 - If teen exhibits inappropriate behavior that demonstrates his/her inability to work with FSW, sponsor, and/or CFCIP Coordinator, he/she will be dismissed from the CFCIP Program.
 - Failure to comply with all contract statements will result in a Determination Staffing.

Outline of Responsibilities:

Foster Parent

- Will attend all staffings and make sure the youth is abiding with the terms of the established case plan.
- Will assist age-appropriate youth in maintaining a budget of monthly income and expenses.

Family Service Worker

- Will notify youth, foster parent, and CFCIP Coordinator of staffings.
- Will visit youth weekly, unless a waiver is approved.
- Will maintain monthly contacts with foster parent (can be telephone or e-mail contacts).

Chafee Foster Care Independence Program Coordinator

- Will notify FSW Supervisors, youth and foster parent(s) of all workshops, trainings and activities.
- Will assist youth in finding resources to prepare for independence.

Participation in this agreement will end when the youth has:

- Left foster care.
- Signed a new or revised agreement., **OR**
- Demonstrated unwillingness or the inability to meet the requirements of the CFCIP Program and the terms of the agreement established in the case plan.

I join in this agreement as to the specified conditions of the Chafee Foster Care Independence Program. I have read, understand and voluntarily agree to abide by the agreement terms.

Youth's Signature

Date

Foster Parent

Date

Family Service Worker

Date

CFCIP Coordinator

Date

FSW Supervisor

Date

Attorney Ad Litem

Date

Budgets

A budget must be developed with the foster teen who plans to attend a post-secondary educational program. This budget is absolutely necessary to ensure that the student's normal, minimum expenses for tuition, books, fees, room and board and living expenses will be covered by grants, scholarships, board payments, wages or other income.

The budget should be a line-item comparison of all income items and all expense items. This is the main tool for discovering deficits and surpluses and determining the necessary Foster Care board rate. It is also a tool for evaluating fixed/required expenditures against variable and optional expenses. The budget should be developed at least 90-180 days prior to expected school registration date so there will be adequate time to complete paperwork and make any necessary adjustments to income/expenditures/board payment.

Special Board Rate

A special board rate up to \$630 per month may be utilized for students attending post-secondary educational programs. This variable rate allows for some assistance for students that are transitioning by allowing them not to have to work while attending school. The rate of \$630 is the maximum board rate for a CFCIP student in post-secondary programs. There is no minimum board rate. The board rate should be set for post-secondary students only after the budget has been developed and it is known what the expected sources of income and expected expenditures will be.

Start-up Items

The following lists are to be used as general guidelines for the acquisition of start-up items for CFCIP teens. There is a list for initial apartment start-up and dorm start-up. There is also a list of optional items for initial start-up and a list for incentive and accomplishment.

After a teen has been in an apartment or dormitory for six months or longer and has successfully complied with the contract/agreement and performance standards established, there is a list of more extensive items the teen may select from. This list of items should be used as an incentive for compliance/achievement. This curtails expenditures for initial start up costs.

Overall initial start-up costs for dormitories should be limited to \$250. Overall initial start-up costs for a furnished apartment should be limited to \$500; for unfurnished apartments, the overall limit is \$750, including any furniture. If furniture is needed, every effort should be made to obtain good, used furniture instead of new merchandise.

Approval for all start-up items should be routed to the ILP Unit Manager for approval on a DHS 1914 (Purchase Order Request).

START-UP KITS

Start-up Items for Dormitory

Dishtowels & potholders
Dishcloths or sponges
Salt & pepper shakers
Storable containers (set of covered Bowls)
Pitcher (serving)
4 glasses
4 place dish set
4 place silver-ware set
Alarm clock
Tall kitchen trash can & bags
Study lamp
Toothbrush holder
Broom & dustpan
Mop
Iron & ironing board
Cleaning supplies not to exceed \$25.00

First Aid Kit
Bath mat (rug)
7 towels
7 washcloths
3 hand towels
Laundry basket
2 sets of sheets
Blanket
Pillow
Can opener
Paper towel holder
Paper towels
Shower curtain & hooks (if needed)
Shower caddy
Toilet bowl brush set

Optional Items for Dormitory

Dish drainer & board
Fire extinguisher
Sweeper
Knife set
Toastmaster or toaster
Coffee pot (electric)

First time start-up kit for an apartment

Dishtowels & potholders
Dishcloths or sponges
Salt & pepper shakers
Storable containers (set of covered Bowls)
Pitcher (serving)
4 glasses
4 place dish set
4 place silverware set
Flatware tray
7 piece pots/pans w/ lids
Knife set
Coffee pot (electric)
Dish drainer and board
Tall kitchen trash can & bags
Can opener
Study lamp
Toothbrush holder

First Aid Kit
Bath mat (rug)
7 towels
7 washcloths
3 hand towels
Laundry basket
2 sets of sheets
Blanket
2 pillows
Ice tray and container
Toaster or Toastmaster
Set of cooking utensils
Fire extinguisher
Alarm clock
Sewing kit
Paper towel holder
Paper towels

Broom & dustpan
Mop
Iron & ironing board
Cleaning supplies not to exceed \$25.00

Shower curtain & hooks (if needed)
Shower caddy
Toilet bowl brush set

Optional Items for Apartment

Cookie sheet
Whisk
Placemats
Sweeper

Coaster set
Measuring cups
Flashlight
Big trash bags

Additional Incentive Items

Items that can be purchased from CFCIP monies when the youth has been in the program six (6) months, has participated in the life-skills workshops, cooperated with the sponsor, FSW, and CFCIP coordinator.

This is not an all-inclusive list. The items below or other unlisted items may be purchased as additional start-up items not to exceed \$250. All items must be submitted and approved on a Purchase Request.

Electric Mixer
Vacuum cleaner
Comforter set
Microwave
Television

VCR
Stereo
Cordless phone with or without answering machine

Youth Advisory Board

1. Functions of the Youth Advisory Board(YAB)

a. General goal of YAB

The goal of the YAB will be to provide a necessary link for input from the youth/clients we serve in the Chafee Foster Care Independence Program (CFCIP). Board members will be in communication with other youth, staff and the public in each area so that information and concerns can be gathered and shared with DCFS/DHS/ILP. This is an effort to involve the clients we serve and to ensure that the program is sensitive to transitional needs.

b. Eligibility

The eligibility requirements to serve on the YAB will comply with the eligibility requirements to receive services through the Chafee Foster Care Independence Program. A teen must be age 14 or older, be in custody of the state or a former foster care youth who has emancipated, and if under age 18, be expected to remain in foster care until age 18. In addition, the youth must have at least a 2.0 grade point average (GPA) and must maintain the 2.0 GPA during their board term.

c. Term lengths

Each member will be elected or appointed for two years. This will require the YAB members to attend the eight quarterly meetings that will be held during their term. Leaving care does not necessarily mean that a Board member's term is ended. Circumstances of leaving care and the member's desire to continue serving will be considered.

d. Alternate board members

Alternate board members should be elected or appointed at the same time as the Board Member to provide continuity of representation in each Coordinator's Area. The Alternate member should be considered to have the same eligibility requirements and responsibilities as the Board Member and should be included in area meetings and information sharing along with the board member. If the Board Member is not able to fulfill their duties in an area or at a statewide meeting, the Alternate will fulfill the duties in the Board Member's absence. The Alternate may attend the statewide quarterly meeting if the Area Coordinator deems attendance necessary.

e. Area meetings

Meetings for information sharing and gathering should be held in each Area at least once each month.

f. Information/issue/concern gathering

YAB members will be in contact with other youth in their area each month to discuss issues, concerns and suggestions for sharing with area staff and Central Office. The input may be collected during life-skills training sessions held in the areas each month, or by correspondence or other means of direct contact. Special meetings of the board member, concerned youth, agency staff and others may be conducted for the sole purpose of discussing issues, problems and concerns.

g. Information dissemination to area youth

YAB members should be in contact with other youth in their Area each month to share information from area staff. Central Office staff will make board members aware of information, policies, and proposals concerning CFCIP so that topics can be discussed with area CFCIP youth.

h. Information sharing with local DCFS staff

Suggestions, ideas, concerns, complaints should be shared with area staff so that they can be included on the agenda for discussions at monthly CFCIP meetings and quarterly YAB meetings.

i. Information sharing at statewide meetings

Information forwarded to Central Office during the month and quarter will be included as agenda items for discussion in joint meetings with CFCIP Coordinators and other appropriate staff. YAB will normally have a time set aside at the quarterly meetings for discussion of issues. The Assistant Director for Community Support will serve as the liaison between Executive Staff and the Youth Advisory Board.

2. Composition of the Board

The Board will be composed of one (1) youth from each CFCIP Coordinator's service area. The youth must volunteer to serve and be elected by their peers or appointed by the Area Coordinator. In addition, each service area will elect or appoint an alternate member to serve in the absence of the primary board member. The alternates should also be involved in the Area meetings and may also attend the quarterly meetings. Board members and alternates may be current or former Chafee Foster Care Independence Program youth and may be age 14-20.

3. Removal of Board Members and Alternates

Board members and alternates may be removed from office for any of the following reasons:

a. Member - missing two consecutive quarterly or area meetings.

Alternate - Missing two consecutive area meetings.

b. Incarceration for any illegal activity.

c. Failure to pass a drug test.

d. Being on "Run" status.

e. Any action or activity that violates the CFCIP/IL agreement (CFS-001).

f. If a board member or alternate moves to another area, their term automatically ends, and the former area should immediately hold an election to elect a replacement.

g. Become age 21. (Automatic end of term.)

4. Meeting time

Meetings will be held quarterly, the first Thursday, in January, April, July and October.

5. Transportation and expenses

Transportation for board members and alternates under age 18 should be arranged for or provided by the Area Coordinator. Meals for these youth can be reimbursed on the Coordinator's TR-1. Youth age 18 or over that are still in care may transport themselves and be provided incentive payment to reimburse transportation cost. Youth age 18 and over that are no longer in care may also transport themselves and be provided with incentive payment to reimburse costs, or they may file a W-9 and submit a TR-1 as a volunteer and be reimbursed for mileage.

6. Expectations

a. Youth Advisory Board

The members of the board are expected to regularly and consistently participate in the quarterly meetings held in Little Rock and in the information gathering and sharing meetings held in the Areas. The members are expected to be willing to make the extra efforts required to represent the other youth in their respective areas. Concerns, needs, issues and recommendations from the areas will be documented at area meetings and discussed with area staff and then forwarded to Little Rock for inclusion as agenda items at the quarterly meetings.

b. Area Staff/CFCIP Coordinators

Staff in each of the DCFS service areas are expected to provide the means and opportunity for the area YAB member and interested youth to meet and/or share information and to provide the space and atmosphere that is conducive for the youth to meet and have open discussions. Staff should be actively involved in the meetings and discussions and forward information, suggestions and topics to the ILP Unit Manager for inclusion as agenda items at quarterly meetings or for immediate attention if needed. Foster parents should be made aware of the additional responsibilities and requirements of a board member or alternate and be encouraged to assist with transportation needs, advice and assistance in attending meetings and presenting information for consideration.

Documentation should be provided concerning elections of members and alternates, replacement of members or alternates and discussion items at the area meetings. A copy of this information should be provided to the Central Office.

Client Transfers

When a client transfers to another DCFS area or to another Coordinator's service area within the same DCFS area, the following things should occur to insure uninterrupted service to the client:

Documentation/Information Updates

The Primary FSW should immediately key all pertinent information changes, including the change of address, any status changes, and foster parent, sponsor or facility placement prior to, or by the time of, transfer so that current information is available in CHRIS. Information changes that occur after the transfer should be keyed by the FSW/Coordinator in the county of residence.

Case Assignments

If the client transfers to another county, the supervisor in the transferring county should immediately notify, by e-mail, the supervisor in the receiving county that the client is transferring. The receiving supervisor should then make secondary caseload assignments to the FSW and the CFCIP Coordinator and directly notify the FSW and CFCIP Coordinator of the assignment.

Assessment Assistance

If a client is transferred to another area/county, the Coordinator and/or FSW in the residence area/county should assist in obtaining an assessment if the reassessment date occurs while the client is there.

Foster Care and Life-Skills Training Records

Case files and all records of life-skills training sessions attended, skills acquired or mastered and copies of assessment results should be copied and sent to the FSW and the CFCIP in the county of residence at the time of transfer to ensure that training needs and goals will continue to be addressed.

Sponsor Changes

Prior to, or at the time of, transfer of a client relocating to attend a post-secondary educational opportunity, the FSW in the transferring county will notify their supervisor if the client needs a new sponsor assigned in the new county of residence. That supervisor will notify the receiving county supervisor of the need. The receiving county supervisor will notify the FSW in the receiving county to locate and assign a sponsor to the client. A staffing may be necessary to accomplish this assignment. It should be noted that a school may be selected as a sponsor to receive the monthly board payment and assist the client in meeting expenses.

Referrals

The referral form (CFS-001) will be completed by the FSW when a youth volunteers to participate in the program or when the teen is referred for inclusion in life-skills training sessions. The form should be signed by both the FSW and the youth. The form should be forwarded to the area CFCIP Coordinator, and the Coordinator should be added as a secondary worker for the case on CHRIS. (See CFS-001 in the FORMS APPENDIX.) If the teen is incapable of receiving services or refuses CFCIP services, it should be noted on the referral form and made part of the case record. Refusal of services by the teen does not preclude DCFS from providing those services.

DHS-1914/1930s

All purchases of goods and services for youth participating in the Chafee Foster Care Independence Program must adhere to DHS and state rules and regulations concerning purchases. Before a purchase is made, a Request for Purchase Order (DHS-1914) must be completed by the Area Coordinator detailing the goods or services to be purchased.

The Area Coordinator will complete the following items:

Date – The date the DHS-1914 is completed.

Contact Person – The Area Coordinator's name and phone number.

Ship to Code – The county where the Coordinator is housed.

Required Date – Date the Purchase Order is needed.

Priority – Yes or No.

Line Item – A new line number for each different item.

Item No./Description/Comments – What the item is and a short description. Include any catalogue or item number.

Quantity Required – How many units to order.

SKU Price – The cost of each unit.

Total – Quantity times SKU price.

TOTAL AMOUNT – The column total.

Suggested Vendor – The Vendor number, Tax identification number, address, and phone (if known).

Send the completed DHS-1914 and any pertinent documentation to the Statewide CFCIP Coordinator in Little Rock.

If the DHS-1914 is approved, a Purchase Order (DHS-1930) will be generated and sent to the Area Coordinator to authorize the purchase. When the purchase is complete, the purchaser (whoever did the shopping with the teen) will sign both the DHS-1930 and the receipt and submit it to the CFCIP Coordinator within three (3) days. The CFCIP Coordinator will within five (5) days send the original signed receipt or bill along with the purchase order to the Statewide Coordinator in Little Rock.

If a purchase order is not used, please complete the on-line DCFS Receiving Report indicating the purchase order number and that it is to be "Cancelled" and send it to Financial Support with a copy to the Statewide Coordinator in Little Rock.

If a purchase order is only partially utilized, please indicate on the purchase order whether it is the "Final" purchase, or that it is "Not Final", if the rest of the value will be used at a later date. Please sign and date the receipt/bill and write the purchase order number on it. Forward to the Statewide Coordinator.

Allowable Expenditure Categories

1. Balances of post-secondary/vocational tuition/fees after funds from other available resources have been exhausted, such as grants and scholarships. (This applies only to active participants in the CFCIP grant program who are attending an in-state institution of higher learning or a vocational school.) (See also **“Post-Secondary Educational Support –Where attendance is supported”** for additional information and limitations for private institutions.)
2. Books and related educational expenses including graduation expenses for post-secondary students.
3. S.A.T. and A.C.T. testing.
4. Basic start-up items for an apartment or dormitory.
5. Counseling and tutoring.
6. Uniforms, specialized work clothes and shoes, job-required tools and equipment.
7. Driver’s education classes.
8. Fees for life-skills instructors.
9. Mileage reimbursement for family, foster parents and others providing transportation for teens to life-skills training sessions.
10. Child-care payments for family and foster parents who participate in life-skills training sessions.
11. Incentives for training session attendance and/or assisting in training sessions.
12. Food for food preparation/storage training classes.
13. Limited room and board and start-up expenditures for former foster care youth age 18-20.

Non-allowable CFCIP Expenditures for Youth in Foster Care

1. Room and Board
2. Food
3. Utility Payments
4. Rent or Utility Deposits
5. Personal Items or Clothing (except necessary work clothes)
6. Insurance
7. Automobiles or associated expenses
8. Any good or service covered by other programs or funds.

CFCIP Coordinator's Duties:

Assessment of all 14+ teens' initial basic life-skills.

Reassessment of IL referred teens (semiannually).

Processing and distribution of assessment results to appropriate staff.

Assisting IL teens and caseworkers with transitional plan/case-plan development.

Staffings with teens, foster parents, caseworkers.

Processing of DHS-1914's/DHS-1930's for teens' and program needs.

Developing and implementing skills training sessions (curriculum)- group & individual.

Monitoring progress & assessing additional needs of individual teens.

Documenting case files concerning IL information (visits, trainings, problems, successes, changing goals/plans) -CHRIS entry of assessments and contacts.

Recording and maintaining caseload statistics for state/federal reporting.

Collecting and reporting In-Kind expenditure information.

Planning and implementing annual teen conference.

Planning and presenting at local and annual foster parent conferences.

Presenting information to foster parent association and for staff education.

Developing community/area resources for life-skills training.

Assisting teens in seeking financial assistance to achieve educational goals (grants, scholarships, private, public, in-kind).

Dissemination of IL program information to DCFS staff, community and foster parents.

Providing or arranging for training for DCFS staff, foster parents, mentors.

Assisting in development of a mentoring program - recruit, train, monitor.

Providing creative activity information for "Idea Sharing Bank".

Developing job/career resources for teens - OJT programs, Job sponsorships, Apprenticeships.

5-3-96 Rev. 3-01-02

APPENDIX I

FORMS

DIVISION OF CHILDREN AND FAMILY SERVICES

**Chafee Foster Care Independence Grant Program
Referral Form**

This form must be completed and a copy included in the permanent case file record.

TO: _____ CFCIP Coordinator Area _____

FROM: _____ FSW Phone _____ County _____ Date _____

Youth's Name _____ DOB ____/____/____ Age _____ M / F _____

CHRIS # _____ SS# _____

Address _____ Phone _____

City _____ Foster Parents _____

The above named youth is being referred to the Independent Living Grant Program. Acceptance into the Program is conditional upon the youth's eligibility and compliance with the Program activities and goals. If youth is deemed inappropriate for the Program at this time or refuses CFCIP services, reconsideration may be given in ninety (90) days. Worker must re-submit a CFCIP Referral. The following eligibility requirements must be met for current or future consideration:

- Youth must:
- be a ward of the State - in DCFS Foster Care.
 - be actively engaged in an educational program.
 - be less than 18 years of age.
 - have a case plan in CHRIS.
 - sign this form to acknowledge referral to CFCIP.

NOTE: Any foster care youth who are age fourteen (14) or older may participate in the Basic Life-Skills Training sessions but are NOT considered "active" Grant Program participants until they are referred to the program, assigned to an Area Coordinator's workload, properly assessed, designated in CHRIS as an "ILP Teen", and the case plan reflects needed life-skills training and CFCIP Services. These teens CANNOT receive CFCIP Grant funds or benefits until then.

Family Service Worker Checklist:

- | | |
|---|--------------------|
| Has Youth completed the Ansell-Casey Life-Skills Assessment? | _____ Yes _____ No |
| When? _____ Overall Score _____ | |
| Has Youth been informed of training and benefits available through the CFCIP? | _____ Yes _____ No |
| Does Youth meet the eligibility and age requirements? | _____ Yes _____ No |
| Is the case goal court ordered? | _____ Yes _____ No |
| Does the Youth want to participate in the CFCIP Program? | _____ Yes _____ No |

Comments _____

Family Service Worker Signature

Date

Youth Signature (Required)

Response to CFCIP Referral: (Circle one)

- The above named youth 1) has been accepted. 2) has declined CFCIP services.
3) is underage or unable or inappropriate for Independent Living Services.

4) Other _____

☐ Case Assigned to Secondary

CFCIP Coordinator

Date

Supervisor Signature

Date

DIVISION OF CHILDREN AND FAMILY SERVICES

***Chafee Foster Care Independence Grant Program
After-Care Referral Form***

This form must be completed and a copy included in the permanent case file record.

TO: _____ CFCIP Coordinator Area _____

FROM: _____ Supervisor Phone _____ County _____ Date _____

Youth's Name _____ DOB ____/____/____ Age ____ M / F _____

CHRIS #/Case # _____ SS# _____

Address _____ Phone _____

City _____

The above named youth is being referred to the Independent Living Grant Program for CFCIP After-Care Services. An active case has been opened for this teen. The following eligibility requirements must be met for current or future consideration:

Youth must: have been in foster care on their 18th birthday or were adopted from foster care, on or after, their 14th birthday.
 be at least 18 years of age but not yet 21.
 sign this form to acknowledge referral to CFCIP.

NOTE: Any former foster care youth who are age eighteen (18) through age 20 may participate in the Basic Life-Skills Training sessions but are NOT considered "active" Grant Program participants until they are referred to the program, assigned to an Area Coordinator's workload and designated in CHRIS as an Independent Living case. These youth CANNOT receive CFCIP After-Care Services or benefits until then.

☐ Case Assigned to Coordinator

Supervisor Signature

Date

Youth Signature (Required)

Response to CFCIP Referral: (Circle one)

The above named youth **1)** has been accepted. **2)** has declined CFCIP services.

3) is ineligible for Independent Living Services.

4) Other _____

CFCIP Coordinator

Date

INDEPENDENT LIVING STATISTICAL SUMMARY

200

Month

COORDINATOR

AREA

1. Number of teens age 16 and up on coordinator's CHRIS workload. (Coordinator is Secondary.) _____
2. Number of teens age 16 and up actually participating in the IL grant program. (Meeting all criteria including written referral.) _____
3. Number of teens 14-15 on coordinator's CHRIS workload. (Coordinator is Secondary) _____
4. Number of teens 16 and older initially assessed during the month. _____
5. Number of teens 16 and older re-assessed during the month. _____
6. Number and topic title of workshops presented during the month. _____
7. Number of teens attending workshops during the month. _____
8. Number of foster parents attending workshops during the month. _____
9. Number of staff attending the workshops during the month. _____
10. Number of staffings attended for teens age 16 and older. _____
11. Number of staffings attended for teens age 14-15. _____
12. Number of teens for whom start-up items were purchased during the month. (Purchase order actually issued and used.) _____
13. Number of new teens beginning college or higher education this month. (Whether ILP is actually paying tuition or not.) _____
14. Total number of teens in college or higher education this month. _____
15. Number of video presentations made this month. _____
16. Number of teens who withdrew from or otherwise left the IL program this month. _____
17. Number of IL teens who have completed their basic life-skills training plan. _____
18. Number and name of area life-skills training resources contacted during the month. (Any source. Please list on separate sheet.) _____
19. Total number and names of IL Grant Program participants who have completed high school or received their GED this month. (Please list on separate sheet.) _____
20. Number of IL Grant Program youth who were employed during the month. _____
21. Name and CHRIS number of teens in independent living placements such as dorm or apartment. (Attach list.) _____
22. Total number and names of youth currently receiving After Care Services. _____

Arkansas Department of Human Services
Division of Children and Family Services

INDEPENDENT YOUTH'S RESIDENCE CHECKLIST

TYPE RESIDENCE:

- ☐ Apartment
☐ Duplex
☐ Dormitory
☐ House
☐ Other

IS THERE REASONABLE ACCESS TO:

- | Yes | No | N/A | |
|--------------------------|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schools |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hospital |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clinic |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Transportation Facilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Churches |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Libraries |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Recreation Resources |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Grocery Stores |

DOES THE YOUTH'S RESIDENCE COMPLY WITH:

- | Yes | No | N/A | | Date: |
|--------------------------|--------------------------|--------------------------|--------------------|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fire Regulation | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health Regulation | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Zoning Regulations | |

DOES DWELLING COMPLY WITH:

- | Yes | No | N/A | | Date: |
|--------------------------|--------------------------|--------------------------|---|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fire Regulations? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Safety Regulations? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is building appropriate, safe, comfortable, uncongested, pleasant and homelike? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is building kept repaired, safe, in clean condition? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If within the same building, is youth's living quarters separated from others? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the youth housed with someone else? | |
| | | | If yes, identify who: | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the youth have adequate bath and toilet facilities? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the temperature of the youth's living quarters meet the winter temperature | |
| | | | range of 65°-78°? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do all rooms used by youth have adequate ventilation? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is lighting adequate? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there an operable telephone accessible to youth? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is sewage disposal system approved by city or Health Department? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is water supply from city or approved by Health Department? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there adequate hot and cold water? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are disaster plans posted? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are fire extinguisher and smoke alarms provided? | |
| | | | Date of Extinguisher check: | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are all windows openable? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are all doors readily opened from both sides? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the youth's residence protected from insect and rodent infestation? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does door(s) to youth's residence have workable locks? | |

Arkansas Department of Human Services

Division of Children and Family Services

Plan for Foster Child Attaining Majority

I. Client's Name: _____ CHRIS Number: _____

DOB: _____ Date Entered Foster Care: _____

Legal Status: _____ Court: _____ Date: _____

Current Placement (Provider Name, Address and Number): _____

Date Entered Current Placement: _____

Resident County: _____ Original County: _____

Client's Handicapping Condition: _____

Does client need a legal guardian due to his/her mental retardation/emotional problems and resultant inability to plan for himself/herself?

If so, is one available? _____ If so, who: _____

(Address)

II. Plan for client: _____

What services will client need as an adult? Who will provide them? (Includes SSI assistance, Medicaid, Food Stamps)

Services Needed	To Be Provided By	Not Available
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Is the client to continue in foster care after he/she reaches majority? Yes _____ No _____

If so, Why? _____

Until what date? _____

If continued services to this client is problematic, do you foresee a need for a referral to Adult Case Review Committee? Yes _____ No _____

Explain: _____

III. Has client been given a copy of his/her birth certificate and Social Security Card? Yes _____ No _____

CFS-460 (01/03)

1 of 2

Comments: _____

Date

Family Service Worker

Date

DCFS County Supervisor

I understand the above information and agree that it is accurate.

Client (or Client's Attorney Ad Litem or Guardian)

Comments: _____

Sample Plan

ARKANSAS DEPARTMENT OF HUMAN SERVICES DIVISION OF CHILDREN AND FAMILY SERVICES

CASE PLAN

Case ID: 20192019

Date of Last Court Hearing: 02/13/2001

Date of Next Court Hearing: 06152001

I. GENERAL INFORMATION

Date Initial Plan: 04/11/98	Revision Dates:
	06/25/01
	11/30/00
	09/11/00
	07/29/99
	06/11/99
	06/11/99
	10/27/98

Target Date of Current Plan: 08/12/01	
---------------------------------------	--

Case Plan Addresses Child's Health and Safety Needs: ☐ Yes ☐ No

*Docket Number: Juv 1234

Goal (What is the goal of the case?)	
Charlie	Independent Living

Concurrent Plan (If applicable) N/A	

II. CASE PLAN PARTICIPANTS - ALL FAMILY MEMBERS & RELATIONSHIPS

Associated Client	Relationship	Client
Charlie	Son (Biological)	Ben Raines
Charlie	Brother (Step)	Paul Dover

CASE PLAN PARTICIPANTS - OTHER THAN FAMILY MEMBERS

Participant Name(Other than Family Members)

III. CASE PLAN

Problems Being Addressed	
Other Needs Independent Living and Basic Life Skills	Charlie needs to continue to improve his independent living skills, and basic life training skills. He must obtain stable employment and enter a continuing education program.

FAMILY PRESERVATION SERVICES NOT APPROPRIATE <i>YES/NO:</i> <i>COMMENTS:</i>	
Yes	Parental Rights Terminated

ACTIONS TAKEN TO ELIMINATE OR CORRECT THE IDENTIFIED PROBLEMS

Permanency Goal

1	Services/Activities to be Provided Addressing Identified Problems	Parent/Child Name	Time Frames to Provide These Services	Status
1	Medical Services	Charlie	5-1-01	In Progress

1			Status Comments	Service Details

Concurrent Plan

	Services/Activities to be Provided Addressing Identified Problems	Parent/Child Name	Time Frames to Provide These Services	Status

	Needs Statement	Performance Criteria	Status Comments	Service Details
1	Charlie has medical and dental needs.	Foster parents will make all necessary medical, dental, and visual appointments as needed. If help is needed with transportation, foster parents will call ahead at least 48 hours in advance of the appointment, to insure help with transportation.	Foster parents will transport and obtain any and all medical, dental, or visual care required.	Caseworker will ensure foster parents are informed of necessary medical appointments in order to be in compliance with policy.

2	<p>Charlie will continue to attend CFCIP classes held at the Jones Center, and will continue to receive basic life skills training while in the foster home.</p>	<p>Charlie will complete updated CFCIP assessments every six months to monitor progress toward goals. Charlie will attend all CFCIP trainings offered monthly and at other times, and will work on skill plan. He will then practice skills learned within the foster home. The foster parents will assist Charlie in learning and practicing new life skills within the home.</p> <p>Charlie will obtain stable employment, working part time while school is in session, and full time when school is not in session. He will open a savings and checking account, and needs to put at least ½ of each pay check into savings. Foster parents will monitor balancing of checkbook to make sure he does not become overdrawn. Charlie will enroll and complete educational training courses in order to remain in foster care.</p>	<p>Charlie is obtaining some basic life skills training on the job, and at home. Foster parents need to assist him on basic life skills practiced within the home.</p>	<p>Caseworker will provide assessment to complete every six months to reassess skill levels. All parties including foster parents will be made aware of changes in life skills needs, in order to allow Charlie to work on those particular skills as they are needed.</p> <p>Case worker and CFCIPCoordinator will make sure Charlie is advised of trainings, training schedules, and class topics.</p> <p>Foster parents will transport to the CFCIP classes and other trainings.</p>
3	<p>Charlie needs to have a plan for what he intends to do at age 18.</p>	<p>If Charlie plans to remain in foster care after age 18, he will: 1) be enrolled in college or vocational school by June 1, 2001. and 2) maintain a minimum of 15-20 hours per week employment, and 3) must remain in foster care.</p>	<p>Charlie is currently not working or in school.</p>	<p>Caseworker and CFCIP coordinator will assist Charlie with necessary arrangements to remain in foster care. A staffing will be held at age 17 1/2 to determine post-high-school plans.</p>

*Actions That Must be Taken by Guardian or Foster Parent to Eliminate or Correct Identified Problems	*Client Name	*Time Frames for Actions to be Taken	*Status
Foster parents will ensure that all medical, dental, and visual needs are met.	Charlie	7-18-2001	In Progress
Foster parents will schedule, transport, and accompany Charlie to all appointments.	Charlie	7-18-2001	In Progress
Foster parents will transport to all CFCIP sessions and other trainings.	Charlie	7-18-2001	
Foster parents will assist Charlie in developing independent living skills within the home.	Charlie	7-18-2001	
Foster parents will make sure CFCIP six-month assessments are completed on time, and returned to the CFCIP coordinator.	Charlie	7-18-2001	
Foster parents will cooperate with the CFCIP coordinator to ensure that case plan and court orders are followed.			
Foster parents will transport Charlie to CFCIP coordinator's office when asked.			
Foster parent will insure that teen is attending school.			
Foster parents will actively prepare teen to live independently by making sure that house chores include laundry, cleaning, cooking, banking, grocery shopping, paying bills, vehicle maintenance, and any other basic life skills which are indicated as needed on the six month CFCIP assessment.	NOTE TO CASEWORKER: <i>Check the list of 31 items that foster parents can do to help ILP teens get ready for independence, and plug into this section of the plan:</i>	<i>See attached list of 31 things foster parents can do to help assist teens:</i>	

INDEPENDENT LIVING SERVICE

*Is the client appropriate for Independent Living Services? <input type="checkbox"/> Yes <input type="checkbox"/> No	
List programs and services that are available to help the child transition from Foster Care to Independent Living.	
Charlie	Services
	Educational Planning
	Job Maintenance Skills
	Emergency And Safety Skills
	Legal Skills
	Money Management/Consumer Awareness
	Personal Appearance
	Job Seeking Skills
	Knowledge of Community Resources
	Basic life skills as taught in foster home (see list)

*FAMILY VISITATION PLAN

Child(ren):

Date Developed: **Dates Revised:** ; ;

Supervision Required by DCFS? ☐ **Yes** ☐ **No** **Explain:**

RESPONSIBILITIES/RIGHTS:

DIVISION:

FAMILY:

CUSTODIAN(S):

CAREGIVER(S):

Date	TIME	PLACE	FAMILY MEMBERS VISITING
1)			
COMMENT:			
2)			
COMMENT:			
3)			
COMMENT:			
4)			
COMMENT:			
5)			
COMMENT:			
6)			
COMMENT:			
7)			
COMMENT:			
8)			
COMMENT:			
9)			
COMMENT:			
10)			
COMMENT:			

FAMILY VISITATION PLAN

Date	TIME	PLACE	FAMILY MEMBERS VISITING
11)			
COMMENT:			
12)			
COMMENT:			
13)			
COMMENT:			
14)			
COMMENT:			
15)			
COMMENT:			
16)			
COMMENT:			
17)			
COMMENT:			
18)			
COMMENT:			
19)			
COMMENT:			
20)			
COMMENT:			

***STATEMENT OF UNDERSTANDING/DISTRIBUTION**

I understand:

- ☐ The Case Plan. I have read it or had it read to me.
- ☐ I do not read (understand) English. This plan was read (interpreted) to me.
- ☐ I am to be given a copy of any change in the Case Plan.
- ☐ I may ask for a review of the Case Plan, if I disagree with it.

If this Case Plan resulted from court-ordered services, I understand I may ask the court:

- ☐ To settle any disagreement I have with the Case plan.
- ☐ For a hearing on any change to the Case plan I disagree with.

If this Case Plan resulted from a court-ordered placement, I understand:

- ☐ My rights and duties and the rights and duties of the Department of Human Services while my child is in Foster Care.
- ☐ I may lose my rights as a parent if I don't meet the conditions in this Case Plan including material failure to comply substantially (only after notice and a court hearing). [A.C.A. §9-27-338 requires that a Permanency Planning Hearing be held no later than twelve \(12\) months after the date the child enters an out-of-home placement in order to enter a new disposition in a case. Families must comply with the tasks identified in the case plan. If a family has not shown that they have worked to improve their ability to safely care for their child, DCFS will recommend to the court, at the Permanency Planning Hearing, that their parental rights be terminated unless a compelling reason exists.](#)

I affirm that:

- ☐ I agree with the Case Plan.
- ☐ I disagree with part(s) of the Case Plan: (specify): _____
- ☐ I disagree with all of the Case Plan; or
- ☐ I make no comment.

NOTICE TO PARENTS:

- ☐ I understand that my participation in the development or the acceptance of a Case Plan shall not constitute an admission of dependency-neglect.
- ☐ I understand that this Case Plan is subject to court approval upon review by the court.

SIGNATURES

Mother	Date	Father	Date
Child	Date	Child	Date
Child	Date	Child	Date
Custodian	Date	Caregiver	Date
Family Service Worker/Child	Date	Family Service Worker/Parents	Date
CFCIP Coordinator	Date	Family Service Worker/Parents	Date
Supervisor	Date	Supervisor	Date
Family Support Specialist	Date	CASA	Date
Foster Parent	Date	Other	Date

***CHECK ONE:**

- ☐ The parent(s)/custodian signed the Case Plan after it was developed and discussed with them.
- ☐ The parent(s)/custodian refused to sign the Case Plan after it was discussed with them.
- ☐ The parent was unwilling to participate.

Reason:

***DISTRIBUTION:**

Persons receiving the Case Plan:

- | | |
|--|-------|
| <input type="checkbox"/> Mother | Date: |
| <input type="checkbox"/> Father | Date: |
| <input type="checkbox"/> Custodian | Date: |
| <input type="checkbox"/> Children | Date: |
| <input type="checkbox"/> Caregiver | Date: |
| <input type="checkbox"/> Guardian ad litem | Date: |
| <input type="checkbox"/> OCC | Date: |
| <input type="checkbox"/> Court | Date: |
| <input type="checkbox"/> Foster Parent | Date: |
| <input type="checkbox"/> CASA | Date: |
| <input type="checkbox"/> CFCIP Coordinator | Date: |
| <input type="checkbox"/> Other(specify): | Date: |

Family Service Worker making distribution:

Signature: _____

Date: _____

APPENDIX II

CHRIS INSTRUCTIONS

INDEPENDENT LIVING PROGRAM SERVICES

CHRIS Procedures to follow when a youth is receiving ILP:

- **FOSTER CARE:**
 - **Foster Child in Open Child Protective Service Case:**
 - County Supervisor will assign CFCIP Coordinator as **Secondary**.
 - CFCIP Coordinator to enter ILP Services on **Service Log:**
 - Chaffee Foster Care Independence Grant Program (112416).
 - CFCIP Coordinator will complete **ILP Plan screen**.
 - CFCIP Coordinator will complete **Contact screen**.
 - CFCIP Coordinator will complete **Document Tracking screen**.
 - CFCIP Coordinator will complete **Youth's Education screen**.
 - CFCIP Coordinator will complete **Youth's Employment screen**.
 - **Former-Foster Child in Closed Child Protective Service Case:**
 - County Supervisor will **reopen closed child protective service case**.
 - County Supervisor will **change case type from CPS to Independent Living Program Services**.
 - County Supervisor will assign CFCIP Coordinator as **Primary**.
 - CFCIP Coordinator will enter ILP Services on **Service Log:**
 - Independent Living Program-After Care Services (111074).
 - **IL Subsidy/Exceptional Funding Amount**.
 - CFCIP Coordinator will complete **ILP Plan screen**.
 - CFCIP Coordinator will complete **Contact screen**.
 - CFCIP Coordinator will complete **Document Tracking screen**.
 - CFCIP Coordinator will complete **Youth's Education screen**.
 - CFCIP Coordinator will complete **Youth's Employment screen**.
- **ADOPTION:**
 - **Current Adopted Youth in Open Adoption Case (receiving an adoption subsidy):**
 - County Supervisor will **open new case** selecting **Independent Living Program Services** as case type.
 - County Supervisor will assign CFCIP Coordinator as **Primary**.
 - CFCIP Coordinator will complete **Client General Information Screen on youth**.
 - CFCIP Coordinator will enter ILP Services on **Service Log:**
 - Chaffee Foster Care Independence Grant Program (112416).
 - Independent Living Program-After Care Services (111074).
 - **IL Subsidy/Exceptional Funding Amount**.
 - CFCIP Coordinator will complete **ILP Plan screen**.
 - CFCIP Coordinator will complete **Contact screen**.
 - CFCIP Coordinator will complete **Document Tracking screen**.
 - CFCIP Coordinator will complete **Youth's Education screen**.
 - CFCIP Coordinator will complete **Youth's Employment screen**.

- **Inactive (Aged Out) Adopted Child in Open Adoption Case (no longer receiving an adoption subsidy):**
 - County Supervisor will **open new case** selecting **Independent Living Program Services** as case type.
 - County Supervisor will assign CFCIP Coordinator as **Primary**.
 - CFCIP Coordinator will complete **Client General Information Screen on youth**.
 - CFCIP Coordinator will enter ILP Services on **Service Log**:
 - Chaffee Foster Care Independence Grant Program (**112416**).
 - Independent Living Program-After Care Services (**111074**).
 - **IL Subsidy/Exceptional Funding Amount**.
 - CFCIP Coordinator will complete **ILP Plan screen**.
 - CFCIP Coordinator will complete **Contact screen**.
 - CFCIP Coordinator will complete **Youth's Education screen**.
 - CFCIP Coordinator will complete **Youth's Employment screen**.
- **Adopted Child in Closed Adoption Case (no longer receiving an adoption subsidy):**
 - County Supervisor will **open new case** selecting **Independent Living Program Services** as case type.
 - County Supervisor will assign CFCIP Coordinator as **Primary**.
 - CFCIP Coordinator will complete **Client General Information Screen on youth**.
 - CFCIP Coordinator will enter ILP Services on **Service Log**:
 - Chaffee Foster Care Independence Grant Program (**112416**).
 - Independent Living Program-After Care Services (**111074**).
 - **IL Subsidy/Exceptional Funding Amount**.
 - CFCIP Coordinator will complete **ILP Plan screen**.
 - CFCIP Coordinator will complete **Contact screen**.
 - CFCIP Coordinator will complete **Document Tracking screen**.
 - CFCIP Coordinator will complete **Youth's Education screen**.
 - CFCIP Coordinator will complete **Youth's Employment screen**.

The new Independent Living Program case type:

- Only a Supervisor can select this value in the Case Type field.
- Once an ILP case, always an ILP case (cannot be changed).
- Removal, Placement and Adoption buttons/screens are locked.
- No Ticklers in ILP case (no COR elements).